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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 64 documents which cover different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office. (CJ)

ED105370

searchlight

Relevant Resources in High Interest Areas

15U-2 UPDATE SEARCH

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Compiled by Richard Galant
and Nancy J. Moncrieff

December 1974

Covers different and creative approaches in counseling that go beyond traditional methods and take the counselor outside the confines of his or her office.
(64 document abstracts retrieved)

$1.50

CG 400 122

Outreach Counseling

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from March 1973 through September 1974.

Ordering Instructions

Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

ERIC Documents

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Journal Articles

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ERIC DOCUMENTS

ED 070 009 CG 007 637
Sweet, Gilbert A.
A Role Change Strategy: Decentralized Counseling.
Pub Date 72
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Consultation Programs, Counseling, Counseling Instructional Programs, *Counselor Functions, Counselor Performance, *Counselor Role, *Counselor Training, Decentralization, Training

The debate over new counseling roles rages as some counselors are already adopting them. This paper describes alternative counseling-consulting interventions possible with teachers. It suggests a strategy for speeding the process of role change and encouraging counselor-teacher interaction. The strategy is that of decentralizing counseling offices into close proximity to teacher offices. The advantages and disadvantages are described. Among the issues central to success of this strategy is that of training. The difficulties involved in having counselors acquire new skills is discussed. A solution offered to the retraining of counselors already in the field and renewal of skills for others is the vast number of institutes being offered by growth centers around the country. The hope is expressed that in the future counselors will pick and choose skill training from the varied sources discussed in the paper. (Author/BW)

ED 070 017 CG 007 652
Extending Guidance and Counseling Services for the Mentally Handicapped.
New York State Personnel and Guidance Association, Inc., Latham.; New York State Teachers of the Mentally Handicapped, Inc.
Pub Date 72
Note—31p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Counseling Services, *Counselors, Educable Mentally Handicapped, *Guidance Programs, *Mentally Handicapped, *Mental Retardation, Pupil Personnel Services, Special Education, Special Programs, Special Services

This paper contains reports prepared by counselors and teachers of the mentally retarded. The thesis of this paper is that the opportunity for the handicapped student to lead a productive life can only be accomplished through proper education, guidance, and counseling. Included are reports on the following: elementary counseling of educable mentally retarded children; the team approach for teaching the mentally retarded; a cooperative senior high school special education program; vocational guidance for the mentally handicapped; and general articles on counseling the mentally retarded. (WS)

ED 071 131 CS 500 107
Holm, James N.
How to Get Started as a Consultant.
Pub Date Apr 72
Note—11p.; Paper presented at the Central States Speech Communication Assn. (Chicago, April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Business, *Communication (Thought Transfer), *Consultants, Employment Potential, Human Relations, *Industry, Jobs, Job Satisfaction, *Professional Services

The author discusses both what a consultant does and how one goes about getting a job as a communication consultant in business and industry. The four duties of the consultant include (1) analysis or diagnosis of the clients' problems, (2) prescription of a training design or corrective measures for these problems, (3) implementation or teaching of these strategies, and (4) evaluation of these activities in relation to their success. The author concludes by drawing upon his own experiences to illustrate the avenues leading to jobs as a communication consultant. (Author/LG)

ED 073 077 SP 006 114
Bowman, David L. And Others
Increasing Positive Self-Concept in Freshmen Education Students through Professional Development Seminars.
Pub Date [72]
Note—12p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—*Mental Development, *Self Concept, *Student Attitudes, *Teacher Education

The Professional Development Seminar (PDS), an adjunct to the freshman Orientation to Education class at the University of Wisconsin-Oshkosh, was a conscious attempt to develop a more positive feeling of self-worth in students enrolled in their first professional development education course. PDS provides a small group, student-oriented, discussion approach to learning where content and formal discipline is minimized so that communication and interaction among students and with an instructor in a non-threatening atmosphere is maximized. A pre- and post-test was given to participants to determine change in self-concept. Although the lack of a control group placed limitations on the study, significant gains in dimensions were associated with growth in mental health during the PDS college freshman semester. (A 4-item bibliography is included.) (MJM)

ED 073 205 UD 013 265
Herjanic, Marijan And Others
Reaching the Unreached: A Children's Community Mental Health Program in the Inner City.
Pub Date Oct 72
Note—24p.; paper presented at the American Academy of Child Psychiatry meeting, New Orleans, La., October 1972
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Child Development, Childhood Needs, *Community Programs, Community Services, *Inner City, Mental Development, Mental Health Clinics, *Mental Health Programs, Neighborhood Centers, Nonprofessional Personnel, *Problem Children, Program Evaluation, Psychiatric Services, Public Health
Identifiers—*Missouri

Malcolm Bliss Mental Health Center, through the Outreach Service, provides psychiatric care for the residents of the Model Cities area of the City of St. Louis. The program was started three years ago, but was actually in full operation for about one and a half years. The services to children are a part of the total program and it is difficult to separate them without speaking about the rest of the program. The goals of the Outreach Services are: (1) to make mental health services easily accessible to all residents; (2) to establish programs with high-risk populations to prevent the development of psychiatric disabilities; and, (3) to educate neighborhood residents about mental health, psychiatric illness, and the various services available to them. In terms of these goals, five clinics were successfully established in five areas, and a higher percentage of the population there is being reached when compared to the rest of the catchment area. Some preventive programs have been started and work continues on the education of the neighborhood residents with some success. These programs are even more difficult to evaluate and only long-term studies will probably provide the answer about success or failure in this respect. One of the main obstacles to this work has been the low priority of mental health and mental disease for the poverty stricken residents of the inner city. (Author/JM)

ED 073 398 CG 007 838
Ivey, Allen E.
The Clinician as Teacher of Interpersonal Skills. Let's Give Away What We've Got.
Massachusetts Univ., Amherst. Human Relations Center.
Pub Date Jan 73
Note—16p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Audiovisual Aids, Counseling, *Counselor Role, Counselors, *Counselor Training, Helping Relationship, Interpersonal Competence, *Microcounseling, Models, Nonprofessional Personnel, *Training, *Video Tape Recordings, Volunteers

This article suggests that a major role for the practicing clinician is the teaching of his helping skills to those whom he would serve. Specifically, the paper describes microcounseling, a videobased system of teaching counseling or psychotherapeutic skills to counselors, clinical psychologists, and medical students. In addition, the method has proven equally effective in training paraprofessional counselors, parents as peer drug counselors, teachers, and the general lay public. Microcounseling is seen as a systematic program which enables the helping process to be taught directly and explicitly. It is a scaled-down version of counseling in which the counselor, therapist, or lay trainee talk with volunteer clients during brief five-minute sessions which are video recorded. Microcounseling thus focuses on specific single skills and trainee learn quickly important aspects of the total helping process. Specific skills of microcounseling are outlined, illustrations of how methods may be used are presented, and implications of a teaching role for the professional psychotherapist are discussed. (Author/SES)

ED 074 024 SP 006 073
Brown, Daniel G., Comp.
Behavior Modification in Child, School, and Family Mental Health; An Annotated Bibliography on Applications with Parents and Teachers and in Marriage and Family Counseling.
Pub Date 72
Note—105p.
Available from—Research Press Company, 2612 North Mattis Ave., Champaign, Illinois 61820 ($2.00)
EDRS Price MF-$0.65 HC-$6.58
Descriptors—Annotated Bibliographies, *Behavior Change, Counseling, *Family Counseling, Family Influence, *Marriage Counseling, *Mental Health, *Student Teacher Relationship

The 241-item annotated bibliography provides a guide to current literature and films in the fields of mental health, education, counseling, and related areas. The bibliography contains articles dealing with the application of behavior modification principles to parents, teachers, parents and teachers, special settings for children and youth, and marriage and family counseling. Thirty-three of the items give information on current films in the field of behavior modification, including availability, length, and price of the films. The bibliography also contains an author and subject index. (BRB)

ED 074 349 AC 014 292
Learning Laboratories for Unemployed, Out-of-School Youth. Occupational Orientation.
New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.
Pub Date 72
Note—58p.
EDRS Price MF-$0.65 HC-$3.29
Descriptors—Employment Opportunities, Employment Programs, Instructional Materials, Job Application, *Learning Activities, Learning Laboratories, *Occupational Guidance, *Programed Texts, *Unemployed, *Youth

Learning activities supplementing those found in the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth," and useful for occupational guidance are suggested. Activities suggested concern: (1) Conducting orientation procedures, (2) An alternative method for organizing the interaction seminar, (3) Establishing a personal folder, (4) Using the personal file folder, (5) Correcting undesirable qualities, (6) Selecting a vocation, (7) Locating a job, (8) What to do about employment discrimination, (9) Survey of local employment opportunities, (10) Why people fail to get jobs, and (11) Why people fail to keep jobs. (CK)

ED 074 432 CG 007 947

Holt, Pete R. And Others

Counseling for Change: A New Perspective.

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date Feb 73

Note—29p.; Paper presented at the American Personnel and Guidance Association Convention, February 9-12, 1973, San Diego

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavioral Counseling, *Counseling, *Counseling Effectiveness, *Counseling Goals, Counseling Theories, Counselor Evaluation, Counselor Performance, Disadvantaged Youth, Evaluation, *Expectation, Learning, Research Projects

Three Internal-External (I-E) locus of control counseling techniques were used in regular counseling sessions to determine whether these techniques would result in a control expectancy shift from external to internal. Twenty-seven Ss were counseled in 4 groups for five weeks, twice each week in groups, and once each week individually by 4 counselors. Seventeen Sc participated in non-counseling sessions. Results showed that 2 groups who were led by counselors judged to have used IE counseling techniques did experience a significant control expectancy shift as opposed to 2 non-IE counseled groups ($t = 2.4$, p less than .02) and all non counseled groups (2.5, p less than .02). There was no significant difference between non counseled and non-IE counseled ($t = .11$, p greater than .05). Counselors varied in their I-E technique preference but agreed that techniques are useful counseling tools. (Author)

ED 076 188 JC 730 112

Preising, Paul P. Frost, Robert

Increasing Student Retention Through Application of Attitude Change Packages (and) Increasing GPA and Student Retention of Low Income Minority Community College Students Through Application of Nightengale Conant Change Packages; A Pilot STUDY.

Pub Date 73

Note—17p.; Paper presented at California Association for Institutional Research, May, 1972

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, *Autoinstructional Aids, *Changing Attitudes, *Independent Study, *Learning Motivation, Low Income Groups, Minority Groups, Post Secondary Education, *Self Concept, Tape Recordings, Technical Reports

Identifiers—*Nightengale Conant Attitude Change Packages

The first of two studies reported was conducted to determine whether unemployed aerospace engineers who received computer science training as well as the Nightengale-Conant attitude change packages would have a significantly higher course completion rate than control classes who were given the same training without the attitude change packages. The experimental class totaled 30. They listened to the Nightengale-Conant tapes and were given class instruction concerning attitudes and goals. Findings showed that Ss benefitted from both the occupational training and the experience of learning to set personal goals and to change attitudes. The second study was conducted to determine whether the application of Nightengale-Conant attitude change packages to low-income, minority community college students would increase their grade point averages and retention rates. Ss were 24 low-income minority students who enrolled in Fall 1972 at San Jose City College and were awarded California Extended Opportunity Program grants in aid. Tapes were checked in and out by student supervisors; little, if any, effort was made to discuss with students ideas on the tapes. Results showed that the GPA and retention rates of these students were higher than the GPA and retention rates of the comparable control group. (KM)

ED 077 169 EC 052 008

Wolfensberger, Wolf

Citizen Advocacy for the Handicapped, Impaired, and Disadvantaged: An Overview.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date [72]

Note—60p.

Available from—Superintendent of Documents, U.S. Gov't Printing Office, Washington, D.C. (DHEW Publication No. (OS) 72-42 $1.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adults, Citizenship, *Community Programs, Community Services, Emotional Adjustment, *Exceptional Child Services, *Handicapped Children, *Interpersonal Relationship

Identifiers—*Citizen Advocacy, Daily Living Skills

Discussed in terms of instrumental and expressive functions are citizen advocacy programs for mentally or physically handicapped children and adults. Instrumental functions are defined as meeting the practical needs of everyday life while expressive functions are said to involve an exchange of affection which meets emotional needs. Major types of prevailing protective services (guardianship, adoptive parenthood, conservatorship, and trusts) are described and critiqued for impersonality of service, conflicts of interest, and impracticality. Citizen advocacy is defined as the provision of aid in the meeting of instrumental and expressive needs of a handicapped individual by a competent citizen volunteer. Advocacy functions required by handicapped children and adults are compared. Variations of advocacy such as group advocacy, generic advocacy, and crisis advocacy are proposed. A citizen advocacy office at community and state levels is suggested to implement the advocacy concept. Desirable advocate characteristics are said to include the potential for a sustained relationship with the protege and competence in the specific advocacy task. Examples of major advantages of the advocacy schema are a decreased need for professional services and less institutionalization. Current trends emphasizing consumer services, citizen volunteerism, and public disillusion with science and technology are said to make this a propitious time for advocacy programs. Noted are existing programs in Nebraska and Washington. (DB)

ED 079 319 TM 002 652

Barcikowski, Robert S.

Optimum Sample Size and Number of Levels in the Random-Effects Analysis of Variance.

Pub Date Feb 73

Note—33p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973); Submitted for Publication in the "Journal of Experimental Education"

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Analysis of Covariance, *Analysis of Variance, Behavioral Science Research, Error Patterns, *Hypothesis Testing, *Sampling, Statistical Analysis, Technical Reports

In most behavioral science research very little attention is ever given to the probability of committing a Type II error, i.e., the probability of failing to reject a false null hypothesis. Recent publications by Cohen have led to insight on this topic for the fixed-effects analysis of variance and covariance. This paper provides social scientists with some insight in dealing with Type II error, and optimum sample size and number of levels in the random-effects analysis of variance. (Author)

ED 079 616 CG 007 912

James, Ralph F.

Behavior Modification in Court and Community Treatment Programs for Juvenile Offenders.

Pub Date 71

Note—14p.; Paper presented at the American Psychological Association, 3-7 September 1971, Washington, D.C.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavioral Objectives, *Behavior Change, *Community Programs, *Delinquent Rehabilitation, Juvenile Courts, Parent Workshops, *Performance Contracts, Reinforcement, Teacher Workshops, Youth Problems

Identifiers—Youth Services Center

This document describes the Rocky Mount, NC Youth Services Center which was established as a community-based treatment program for male juvenile offenders. Designed to work with behavior problems at their source (school, home, community), the Center utilizes community-based contingency contracting with written behavioral agreements entered into by both the boys and their parents. The Center provides a noninstitutional structure, motivational incentive system and cost effectiveness. The Center's objectives include: (1) decreasing maladaptive problem behaviors, (2) providing an effective alternative to incarceration, (3) improving self-concept and general achievement, and (4) providing management training to those working with delinquent prone youth. The report includes a review of projects using contingency contracting, data summaries of the Center's results, and a table of costs. Final conclusions are pending, awaiting factor analysis of results. (Author/LAA)

ED 081 383 HE 004 519

Eko, Ewa U., Ed.

Training for Change in Student Personnel Services.

Six Institutions' Consortium, Greensboro, N.C.

Pub Date Jun 72

Note—47p.; Based on Proceedings of an Institute on Training for Change in Student Personnel Services, Greensboro, North Carolina, May 31 - June 23, 1973

EDRS Price MF-$0.65 HC-$3.29

Descriptors—College Students, Educational Change, *Educational Innovation, *Guidance Services, *Higher Education, Organizational Development, Program Planning, *Student Development, *Student Personnel Services

The Institute on Training for Change in Student Personnel Services was designed to meet the need for imaginative and innovative approaches to student personnel services in light of contemporary realities. Six papers presented at the Institute concern perspectives on the nature of man, strategies for change, student development, towards a positive student development program, organizational development and program planning, and proposal writing. (MJM)

ED 081 423 JC 730 207

Earl, Mary

Veterans Guidance and Counseling: Suggestions for an Effective Veterans Program for Colleges.

California Univ., Los Angeles. Western Center for Veterans Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—72p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Programs, *Counselor Role, *Guidance Counseling, Higher Education, Manuals, Post Secondary Education, Professional Continuing Education, *Resource Materials, *Veterans Education

This manual presents a perspective on counseling in veteran's education, and includes information and ideas for colleges to assist veterans in preparing for and entering higher education. The sections of the manual are: The Target Population; Program Objectives and Organization (Functions of Guidance and Counseling, Who Is a Counselor, Counselor Selection and Evaluation, and Continuing Education for Counselors); The Counselor and the Veteran-Student (Initial Contact and Interview, and Building Resources for Counseling); Information for Counseling Veterans (Establishing a Referral System; Governmental, Community, and Private Assistance; Documents and Evidence; Placement and Availability of Part-Time Employment; Scholarships and Financial Aids; Student Loans; Budgeting and Financial Management; and Veterans Administration Benefits); Resources for Guidance and Counseling (Library Materials, The Place of Testing in Counseling; Interest, Attitude, and Value Inventories; Materials for Student Self-Inquiry, and Group Guidance and Counseling), and Summary. Appendixes provided Projecting Staff Size, Selected VA Forms and Instructions, and Tests and inventories. Reference materials and community resource directories are included. (DB)

ED 081 490 PS 006 752

Landry, Richard G.; Pardew, E. Michelle

Self-Concept Enhancement of Preschool Children.

Pub Date Feb 73

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Developmental Guidance, Middle Class, Personal Growth, Personality Development, *Preschool Children, *Self Concept, *Self Concept Tests

Identifiers—Developmental Profile, Thomas Self Concept Values Test (TSCVT)

This study investigated whether a self-concept enhancement program would effect significant change in the self-concepts of 3-year-old middle class preschoolers as compared with classmates not in the program. All participating children (N=52) were pre- and posttested using the Thomas Self-Concept Values Test and the Developmental Profile. The experimental group consisted of 34 children, who participated in 33 sessions (one 20- to 30-minute session per day) over an 11-week period. Activities focused on enhancement of the physical, intellectual, emotional, and social self. The control group consisted of 18 children. Results indicated the experimental group did show more significant changes in self-concept scores than the control group. Parallels were observed between significant self-concept scale changes in the experimental group and certain specific self-concept enhancement activities. Teachers' ratings and children's self-reports indicated very significant increases on the factor scales of happiness, sociability, sharing, less fear of things and people, independence, self-confidence, and sensitivity to others. The control group showed only a significant increase in self-awareness. This study has underscored the need for self-concept enhancement programs as a crucial aspect of preschool experience. (DP)

ED 081 533 24 RC 007 240

DeBlassie, Richard R.; Lademan, Martha

Guidance Programs and Practices in Rural and Small Schools.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Oct 73

Contract—OEC-1-6-062469-1574(10)

Note—100p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Tex. 78702 (Stock Number EC-002, $2.50)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselors, Educationally Disadvantaged, Environmental Influences, *Guidance Programs, *Individual Characteristics, Models, *Rural Schools, Rural Youth, *Small Schools

The paper gives interested persons examples of how small and rural schools are providing essential guidance services. A synthesis of the literature dealing with current guidance programs and practices in these schools is presented. Suggestions are made for training guidance specialists and for providing viable innovations in counseling and guidance services. A case study and model of a rural guidance program that grew significantly as a result of some strategies on the part of the counselor is discussed. The case study represents a culmination of what the literature search yielded on guidance programs and practices in small and rural schools. (PS)

ED 081 981 CE 000 214

Project GET SET (Group Employability Training Specialized Educational Tasks). Application of Primary Vocational Life Skills Training to an Out-of-School, Out-of-Work Delinquent Population.

Youth House, Inc., Bronx, N.Y.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development

Report No—DLMA-82-34-66-85-1

Pub Date Feb 69

Note—268p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-199 489, MF $1.45, HC $3.00)

Document Not Available from EDRS.

Descriptors—*Career Planning, Corrective Institutions, Delinquents, Disadvantaged Youth, *Dropout Programs, Occupational Information, *Remedial Instruction, Simulated Environment, Unemployed, *Vocational Education, Work Attitudes

Project GET SET was designed to train and orient 300 youths held in Youth House juvenile detention center in primary vocational tasks, provide remedial education, and expose them to an innovative technique for upgrading their cultural deficiencies. The Life Skills Education concept provided the youth with (a) background information on a particular work area; (b) orientation sessions to stimulate interest and questions about a particular job; (c) a field trip to the work area with a behind-the-scenes look at both the working process and the workers involved; and (d) construction of a simulated work environment, with a reinforcement of the work orientation values by role playing the activities of those just observed. (MS)

ED 082 072 CG 008 124

Davis, Robert E.; Gilliland, Burl

Group Experiences for School Counselors. A Program Guide for Group Processes Workshops for School Counselors.

Spons Agency—Tennessee State Dept. of Education, Nashville.

Pub Date Jul 72

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Counselors, Evaluation Methods, Group Dynamics, *Group Experience, Group Guidance, Group Unity, *Leadership Training, *Personal Growth, Role Playing, *Workshops

This booklet serves as a basis for an experience-based group guidance workshop for school counselors. By providing activities, practice in methodology, and feedback, the workshop aims at the following objectives: (1) to equip counselors with specific techniques appropriate to group leaders; (2) to encourage counselor creativity in group guidance activities; (3) to promote personal development of group leaders; and (4) to develop improved skills in interpersonal relations. The major techniques employed to meet these objectives consist of brainstorming, achieving consensus, building group unity, and role playing. The booklet discusses five types of group leadership styles and provides evaluation skills related to group activities. Personal growth sessions and communication skills constitute additional emphasis of the workshop. (Author/LAA)

ED 082 833 PS 006 848

Child and Family Resource Program: Guidelines for a Child Development-Oriented Family Resource System.

Office of Child Development (DHEW), Washington, D.C.

Report No—DHEW-OCD-73-1051

Pub Date 7 Feb 73

Note—31p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Development, *Community Programs, Community Resources, *Early Childhood, Evaluation, *Family Programs, *Federal Programs, *Interagency Cooperation, Intervention

Identifiers—*Child and Family Resource Program

The Child and Family Resource Program (CFRP) of the Office of Child Development (OCD) is described. CFRP is designed to provide family-oriented, comprehensive services to children from the prenatal period through age 8, according to their individual needs. The program description stresses the use of existing community resources in a linked program network. Prerequisites for consideration as a CFRP sponsor are described, including relevant information on funding and specific guidelines for developing CFRP proposals. Topics considered include contribution to the community, nonfederal funding, minimal and additional services, program policies and performance standards, assessment of individual needs, program components, staff roles, and training. In this context, agency coordination is discussed in detail, focusing on linking parent-child centers, day care services, social service agencies, health agencies, and schools. Other areas important for the development of the project design are family participation, budget, and information dissemination. Plans for evaluation of the project by OCD, and the 1973 timetable for submitting proposals for funding are included. A 4-page fact sheet is included with the document. It contains a summary of program information and names and addresses of national directors of 11 existing programs. (DP)

ED 082 878 RC 007 323

The Rural Planning Specialist. A Unique Approach to the Problems of Poverty in Rural America.

Pennsylvania State Dept. of Community Affairs, Harrisburg.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 73

Note—127p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—Agency Role, *Community Planning, *Economic Disadvantagement, Educational Opportunities, Health Services, Housing Deficiencies, *Innovation, *Rural Development, *Social Services, Unemployment

Identifiers—*Pennsylvania

The Rural Planning Specialist (RPS) Project was an effort to study and analyze methods for providing community services in rural Pennsylvania. The approach for alleviating poverty described in this report evolved from that project. The RPS program was described by need for innovation, structure of the project, RPS role and responsibilities, administering the program, selecting a representative, and placing the program in a community. Steps necessary for incorporating RPS in the community included introduction and inventory, the initial project, working with the community, defining a problem situation, working toward change, and leaving the community. The chronologies of some programs in progress were described. An appendix contains information on announcing the position of Rural Planning Specialist, a nominal group technique, a method for looking at a community, a community action workbook, a senior citizen flood relief proposal, and notes on community aides. (PS)

ED 083 984 JC 730 280

Betts, Lee John, Ed.

Veterans on Campus: A Handbook for Programs, Services, Staffing and Assistance.

American Association of Community and Junior Colleges, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—76p.

Available from—American Association of Community and Junior Colleges, One Dupont Circle, Suite 410, Washington, D. C. 20036 ($2.00)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adjustment Problems, Administrator Guides, *Adult Counseling, *Adult Education Programs, Adult Students, Annotated Bibliographies, *Federal Aid, Minority Groups, Physically Handicapped, Special Programs, *Veterans Education

A handbook to provide information that will aid in establishing bondage between veterans and those professional people providing service for returning servicemen and women is presented. Topics discussed include: Vietnam veteran, organizing to serve the veteran, a veterans Outreach Program, veterans with special needs--minority veterans, academic adjustment, physical disabilities, less-than-honorable discharges, and emotional adjustment, vital collegiate veterans organizations, and Federal programs. The following are appended: (1) an annotated bibliography of veterans organizations, programs and publications; (2) USOE veterans cost-of-instruction regulations; and (3) the Servicemen's Opportunity College Concept. (CK)

ED 084 062 RC 007 455

Beuk, E. Dale

Community Development in Rural Appalachia.

Pub Date 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Adult Education, *Community Development, *Economic Factors, *Educational Needs, Migration Patterns, Models, *Program Development, *Rural Areas

Identifiers—*Appalachia

An Appalachia Educational Laboratory Expert Opinion Survey ranked the need for changing attitudes within and about Appalachia and the need for educational leadership as the two most important problems to be faced within the next 5 years. In this paper, three situations were described as typical attempts to change the educational scene in Appalachia. It was noted that a total community development program must be the goal. The concept of community development described in the paper included not only educational development but development of the economic, health, religious, government, agriculture, social, welfare, and business life of the community. A proposed action plan suggested goals of the project, means for goal achievement, and staffing. The plan called for a focused development of all institutions rather than education alone. (PS)

ED 084 246 SP 007 481

Champagne, David W. And Others

Planning and Conducting Individualized Inservice Workshops.

Pub Date [73]

Note—20p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Consultation Programs, Early Childhood Education, Educational Objectives, *Goal Orientation, *Inservice Education, Program Development, *Program Planning, *Research and Development Centers, School Districts

This paper presents a planned, goal oriented, skill building, in-service training program that is based on district goals. The participants are professionals, chosen by local school districts, who train teachers, aides, parents, and volunteers in the use of the Primary Education Project/Individually Prescribed Instruction systems. The report contains a short description of the Learning Research and Development Center, Project Follow Through, and a K-3 program designed for children eligible under poverty guidelines. The paper emphasizes the organization and implementation process used in the project and analyzes those parts of the process that seem to have the widest applicability for other settings. An in-service training workshop helps an in-service professional become familiar enough with the system to train participants with little supervision. The workshops are based on district goals, self-selection of skills, cooperation with consultant staff members, and continuous evaluation. Diagrams in the report show the organizational structure of the project, the general schedule of the workshop, and activities offered during individual prescription time. (BRB)

ED 084 481 CG 008 501

Volunteers in College and Career Information (VICCI). Evaluation Report.

San Francisco Unified School District, Calif.

Pub Date Jun 73

Note—65p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Career Planning, *College Choice, College Programs, *Educational Planning, *Guidance Services, High School Students, Information Services, Program Evaluation, *Volunteers, Volunteer Training

This booklet discusses an ancillary guidance program, staffed by volunteers, which provides a college and career information service within high schools. Making assistance readily available to students, counselors, teachers, and parents, these volunteers provide information on college programs, financial aid, admission selection procedures, catalog interpretation, application completion, and meeting testing and application deadlines. The report covers funding, organization, volunteer training, and services provided by the program. Evaluations of the program by samples of students, staff, and volunteers show enthusiastic endorsement of the information service. The report concludes with a listing of the basic resource materials used by the program. (Author/LAA)

ED 084 483 CG 008 507

Caron, Herbert S.

Crisis Re-entry Counseling with Veterans Returning from Southeast Asia: Strengths and Difficulties of the Outreach Goal.

Pub Date 73

Note—8p.; Paper presented at the American Psychological Association Meeting, 26-31 August 1973, Montreal, Canada and titled Intervention as a Problem in Evaluation

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Adjustment Counselors, *Adjustment Problems, *Counselor Role, Counselor Training, Crisis Therapy, Mental Health, Program Descriptions, *Veterans

Outreach counseling was offered to 83 veterans just returning from Vietnam and outcomes were compared with those of 68 matched controls. Capitalizing on the crisis or stress of the re-entry, service was offered to all veterans returning to Cleveland. Counselors' initial relationships with veterans tended to be built on short term assistance with concrete problems of adjustment; the overall objective, however, emphasized preventive mental health and growth. This two-part paper concentrates on operational difficulties encountered. The outreach counselor's role often entails pursuit of a reluctant but hurting client, and the uncertainty and frustration of this role may unduly center the counselor's attention on avoiding a breach in the relationship. To maintain contact with the client, counselors often emphasized tangible objective services (e.g. help with GI Bill) and avoided personal problems. Yet the outreach counselor, though avoiding personal issues, is in a unique position to observe the client's needs and problems, resulting in some conflict. Intensive training, support, and supervision are needed in carrying out the difficult but therapeutically powerful role of re-entry counselor. Some evidence was obtained to indicate that verbal facility and prior training in human relations were essential qualifications for counselors. (Author)

ED 084 955 HE 004 830

Consultation: A Process for Continuous Institutional Renewal.

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md. Experimental and Special Training Branch.

Pub Date Sep 72

Note—26p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*College Environment, *Consultation Programs, *Educational Change, *Higher Education, *Institutional Role, Mental Health Programs, Models, Student Welfare

This report discusses consultation as a process of assessment, defining, implementing, and evaluating. Within the context of institutional change, these steps are useful in viewing the policies and procedures that make up the institution's functional environment, the institution's social environment, and the institution's physical environment. These steps are interrelated in a presentation of a Consultation Design for Mental Health Services. In a series of scenarios, the report illustrates the use of the consultation design model for interventions at the individual, group, institutional, and community levels. It also becomes apparent in the scenarios that the model can speak to modes of prevention, remediation, or enhancement of conditions within the institution that affect its members' educational and life goals. For related documents concerning mental health on campus, see HE 004 815, HE 004 816, HE 004 827, HE 004 828, and HE 004 829. (Author)

ED 085 083 PS 006 876

Berger, Susan Perlman, Evelyn

A Model for Prevention: A Kindergarten Screening Program.

Pub Date 73

Note—4p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Programs, Family Background, *Intervention, *Kindergarten Children, Measurement, Mental Health, *Prevention, Questionnaires, Readiness, *Screening Tests

Identifiers—Kindergarten Questionnaire

A program based on the use of the Kindergarten Questionnaire (K-Q) is described, with emphasis on the questionnaire's potential as an assessment tool for prevention of learning and emotional problems. The goals of the questionnaire program are (1) to assess readiness in children, (2) to provide more complete information to teachers, (3) to inform the family of available services in a non-threatening way, (4) to help the system with its service to the child, and (5) to provide mental health service to the community, using the school as a vehicle. Procedures that have been used to implement the use of K-Q in early childhood education programs are described. Also included is data that has been collected concerning predictive validity of the instrument, based on a sample of 493 children. (DP)

ED 086 804 CE 000 817

Leeman, Cavin P.

The Job Improvement Service. A Demonstration Project in Occupational Mental Health and an Investment in Productivity.

Beth Israel Hospital, Boston, Mass.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 73

Note—13p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling, *Counseling Programs, *Demonstration Projects, *Manpower Utilization, *Mental Health Programs, *Vocational Adjustment, Vocational Counseling

This project was designed to demonstrate the feasibility and effectiveness of job adjustment counseling and consultation provided at the site of employment by an autonomous professional organization as a means of preventing and ameliorating employees' job adjustment problems, especially among lower income employees. Representatives of management and labor and 373 employees of six Boston employers were given free counseling. The counselors dealt with a wide variety of job-adjustment problems, only some of which were directly work related. The program proved its usefulness in providing a needed service to employees and in helping many of them improve work performance and keep their jobs. One employer was so impressed with the service that he continued the program at company expense. (Author/DS)

JOURNAL ARTICLES

EJ 066 043 090 CG 504 975
Behavioral Consultation as a Means of Improving the Quality of a Counseling Program Randolph, Daniel L., *School Counselor*, v20 n1, pp30-35, Sep 72
*Counseling Programs, *Counseling Effectiveness, *Behavioral Counseling, *Consultation Programs, *Counselor Role, Consultants, Behavior Change, Guidance Services
A particular behavioral approach is discussed with suggestions for improving the classroom climate, as well as systems for recording observable changes in the behavior of the pupils and the teacher. (Author)

EJ 067 942 140 VT 504 279
Industry-Education Cooperation Ensign, M. Dale, *Business Education Forum*, v27 n1, pp10,12-13, Oct 72
*Business Education, *School Industry Relationship, *Career Education, *Program Descriptions, *Cooperative Programs, Community Programs, Work Experience Programs, Secondary Education

EJ 070 558 480 JC 500 450
A Community Counseling Center for Total Community Service Fischer, Guerin A.; Rankin, Gary, *Community and Junior College Journal*, v43 n5, pp48,50, Feb 73
*Junior Colleges, *Community Services, *Counseling Services, *Counseling Programs, Counseling Centers, Junior College Students, Community Support, Psychologists

EJ 070 957 090 CG 505 286
Consulting: Facilitating School Change Carlson, Jon, *Elementary School Guidance and Counseling*, v7 n2, pp83-88, Dec 72
*Consultants, *Consultation Programs, *Elementary School Guidance, *Behavior Change, *Specialists, Counseling, Pupil Personnel Services, Change Agents
This article presents a set of procedures and functions for the elementary school pupil personnel worker or consultant to use in facilitating school change to make the school a place for total human development through learning. (JC)

EJ 070 959 090 CG 505 289
A Systematic Eclectic Model for Counseling-Consulting Blocher, Donald H.; Rapoza, Rita S., *Elementary School Guidance and Counseling*, v7 n2, pp106-112, Dec 72
*Counseling Theories, *Consultants, *Counselor Functions, *Counselor Role, *Intervention, *Models, Pupil Personnel Services, Change Agents
A discussion of the systematic eclectic model illustrating its use in the daily duties of a school counselor. This is a flexible model which can be used in a wide range of situations and interventions. (JC)

EJ 070 961 090 CG 505 291
Family Education: A Model for Consultation Christensen, Oscar C., *Elementary School Guidance and Counseling*, v7 n2, pp121-219, Dec 72
*Family Counseling, *Counselor Functions, *Parent Counseling, *Interviews, *Family Problems, Consultants, Counselor Role, Helping Relationship
The model alluded to here is essentially an educational one, which makes the assumption that the lack of knowledge, information, or experience is the basis of maladaptive behavior. People, if provided new or pertinent information, are capable of applying the new information to their situation to bring about change. (Author)

EJ 070 962 090 CG 505 292
Family Group Consultation Fullmer, Daniel W., *Elementary School Guidance and Counseling*, v7 n2, pp130-136, Dec 72
*Family (Sociological Unit), *Interpersonal Relationship, *Behavior Change, *Group Counseling, *Family Counseling, *Counseling, Relationship, Intervention
The method and applications of Family Group Consultation and the Family Bond Inventory are discussed in this article. The Family Bond Inventory is a recent development that has led to the possibility of identifying interpersonal conflict within a family and can be used to measure change within the family during treatment. (JC)

EJ 070 965 090 CG 505 295
Counselor as a Consultant Ryan, Mary K., *Elementary School Guidance and Counseling*, v7 n2, pp143-145, Dec 72
*Consultants, *Counselor Role, *Counseling Services, *Pupil Personnel Services, *Middle Schools, Counseling, Adult Programs
This article discusses the counselor as consultant and describes various programs he can use to work with the adult influences in the lives of his counselees: parents, teachers and administrators. (JC)

EJ 070 968 090 CG 505 298
The Counselor's Workshop: Teacher In-Service Workshops Myrick, Robert D.; Moni, Linda S., *Elementary School Guidance and Counseling*, v7 n2, pp156-161, Dec 72
*Counseling, *Consultants, *Counselor Role, *Counseling Services, *Teacher Workshops, *Inservice Programs, Intervention, Counseling Programs
Most counselors' time is limited and they cannot reach all the children who could benefit from their services. Therefore, in-service workshops are an opportunity to promote more effective learning climates, to mobilize resources within a school, to help bring a faculty together as a team, and to provide a consultation readiness to other situations. (Author)

EJ 071 036 090 HE 503 851
Student Counseling Services: ISU Strips Away the Superstructure Switzer, Luci, *College and University Business*, v54 n3, pp41-43, Mar 73
*Higher Education, *Counseling Services, *Counseling Goals, *Faculty Advisors, *Educational Counseling, Student Personnel Services, College Students, Student Volunteers
Illinois State University depends on their faculty and an aggressive Student Counseling Service for student growth. (Author)

EJ 072 269 490 CG 505 288
The Counselor-Consultant as a Specialist in Organization Development Murray, Donald; Schmuck, Richard, *Elementary School Guidance and Counseling*, v7 n2, pp99-104, Dec 72
*Counseling, *Consultants, *Counselor Role, *Specialists, *Counseling Effectiveness, *Counselor Functions, Pupil Personnel Services
This is a discussion of the emerging role of the counselor as a consultant in organization development. In this role the counselor can better help schools to develop more emotionally supportive climates for working and learning. (JC)

EJ 074 080 050 CG 505 578
Video-Taping the Real Interview Gilmore, Russell G., *Journal of College Placement*, v33 n3, pp52-58, Feb-Mar 73
*Placement, *Career Planning, *Instructional Aids, *Employment Interviews, *Video Tape Recordings, Occupational Guidance, Interviews
At the University of Rhode Island, videotapes of actual interviews have been used to help students improve interview techniques. With the aid of editing and narration the final tape becomes a valuable instructional tool. (Author)

EJ 078 489 380 CG 505 693
Itinerant Work Space, or Where Do I Rest My Case? Kelly, George R., *School Counselor*, v20 n4, pp296-297, Mar 73
*Offices (Facilities), *Counselor Attitudes, *Counselors, *Specialists, *Counseling Effectiveness, Itinerant Teachers
This article describes the dilemma of the itinerant school counselor. School administrators feel a need for the itinerant school counselors and yet refuse to admit that these people need a decent available work space. (JC)

EJ 079 104 090 CG 505 850
Counseling Outreach in a Dormitory Thompson, John R.; Fiddleman, Paul, *Personnel and Guidance Journal*, v51 n10, pp734-738, June 73
*Counseling Services, *Helping Relationship, *Mental Health Programs, *Dormitories, *Graduate Students, Counseling Effectiveness
This article reports the results of a pilot counseling project where the emphasis was on using graduate student personnel to provide counseling and supportive services within the university residence hall environment. (Author)

EJ 081 096 150 CG 505 891
Placement and the Vietnam-Era Veteran in Transition Kelz, James W., *Journal of Employment Counseling*, v10 n2, pp78-84, Jun 73

*Veterans, *Employment Counselors, *Employment Services, *Occupational Guidance, *Job Placement, Placement

This article traces the etiology and nature of our concern for Vietnam-era vets and suggests that a successful placement program depends upon three factors: (a) an understanding of the characteristics of present-day veterans, (b) an awareness of agencies, programs, and industries comprising the network of helping services, and (c) knowledge of employers and the nature of the jobs available. (Author)

EJ 082 085 490 CG 505 859
Social Work with Mental Patients in the Community Koonce, Geraldine M., *Social Work*, v18 n3, pp30-34, May 73

*Mental Illness, *Helping Relationship, *Community Programs, *Social Workers, *Therapeutic Environment, Social Work, Community Health Services

In a treatment program developed at Mendota State Hospital, Madison, Wisconsin, mental patients considered unready for discharge were placed in the community. With intensive help from the social worker and other hospital staff, the community became an effective treatment agent. The results of the program should encourage professionals who work with the mentally ill. (Author)

EJ 082 496 CG 506 065
Community Organization in the High School-Implications for Social Workers in Secondary Settings Panitch, Arnold; Green, Karen, *Journal of the International Association of Pupil Personnel Workers*, v17 n3, pp134-139, Jun 73

*Social Workers, *Change Agents, *Social Change, *Secondary Schools, *Educational Innovation, Social Welfare, Social Action

This article concerns the paths available to the consultant who embarks on a course of institutional problem-solving presenting strategies and alternatives which could be utilized in the change process. (JC)

EJ 082 502 CG 506 071
A Career Outreach Program in Action Kirk, Henry P., *Journal of College Placement*, v33 n4, pp65-67, Apr-May 73

*Career Planning, *Vocational Counseling, *Pilot Projects, *Counseling Services, *Student Personnel Services, Career Choice

A pilot career counseling outreach program is described in this article. Bringing the idea of a counseling booth from the comics, California State University, Los Angeles, seeks out students rather than waiting for them to visit the office. (JC)

EJ 082 512 CG 506 081
Consulting: A Strategy for Change Dinkmeyer, Don, *School Counselor*, v21 n1, pp52-55, Sep 73

*Counseling Services, *Consultants, *Counselor Role, *Counseling Goals, *Helping Relationship, Counseling Effectiveness

Consulting provides counselors with a process for affecting their public image while becoming highly accountable to the full range of their clientele. (Author)

EJ 084 982 PS 502 794
Providing Services to Children in Their Own Homes - An Approach That Can Reduce Foster Placement Goldstein, Harriet, *Children Today*, v2 n4, pp2-7, Jul-Aug 73

*Child Welfare, *Family Counseling, *Social Work, *Family Problems, *Parent Child Relationship, Intervention, Family Environment, Emotionally Disturbed, Emotional Adjustment, Special Education, Family Management

Describes a program of counseling and family services in the home, designed to avoid the necessity of foster placement. (ST)

EJ 085 671 CG 506 316
Effects of Computer-Mediated Vocational Guidance Procedures: Accuracy of Self-Knowledge Pilato, Guy T.; Myers, Roger A., *Journal of Vocational Behavior*, v3 n2, pp167-174, Apr 73

*Occupational Guidance, *Computer Oriented Programs, *High School Students, *Self Concept, *Feedback, Self Evaluation, Vocational Counseling, Intelligence

One hundred twenty-eight 11th grade male students were randomly assigned to a control group or one of three experimental groups: (1) computer-generated feedback on self-knowledge accuracy; (2) guidance taught on occupational classification scheme; and (3) a combination of (1) and (2). Measures of self-knowledge showed increased accuracy about intelligence, but not about interests, after treatments that included feedback. (Author)

EJ 085 720 CG 506 365
University-Community Cooperation in Implementing a Paraprofessional Crisis Prevention-Intervention Center FitzPatrick, Alan J.; Easterling, Ross E., *Journal of the National Association of Women Deans and Counselors*, v36 n4, pp190-192, Sum 73

*Counseling Services, *Intervention, *Volunteers, *Community Programs, *Drug Abuse, Youth, Needs

Growing out of the need for additional youth oriented crisis centers, the paraprofessional crisis intervention center described in this article provided supportive face-to-face communication during the hours when the professional services were not available. (JC)

EJ 089 229 CG 506 553
Counseling Today's Veterans: A Program And Its Implications Myers, Ernest R., *Personnel and Guidance Journal*, v52 n4, pp233-237, Dec 73

*Counseling, *Veterans, *Military Personnel, *Counselor Training, *Labor Market, Information Dissemination, Veterans Education, Unemployment, Physically Handicapped, Recruitment

This article focuses on the interagency overseas counseling thrust launched by the federal government in 1971 to mitigate the debilitating effects of civilian reentry crisis experienced by veterans. The overseas counseling program of the U.S. Department of Health, Education and Welfare, operating in Europe, the Far East, and Vietnam, was organized and formerly administered by the author and is highlighted here because of its implications for counseling and guidance. (Author)

EJ 089 878 JC 500 587
Veterans: The New Challenge Love, Andrea, *Community and Junior College Journal*, v44 n1, pp28-9, Aug/Sep 73

*Veterans Education, *Student Characteristics, *Educational Benefits, *Student Problems, *Community Colleges, Junior Colleges, Social Attitudes, Unemployment

Discussed the problems of returning veterans as they face social and educational pressures in their attempts to reorient themselves to society. (RK)

Doctoral Dissertations

SOME METHODS FOR ASSISTING YOUNG ADULTS IN SELF-HELP COUNSELING

Jane Millwood BURKHARDT, Ed.D.
The George Washington University, 1973

The purpose of this experiment was to evaluate three methods of counseling young adults in personal problem-solving. A pilot study was conducted in order to develop a set of programmed instruction for personal problem-solving, a log sheet for self-evaluation, and rating scales for assessing the written goal sheets and log sheets used by the subjects in the study. The program, logs, and scales were used in the actual experimental procedure-the program and logs as an integral part of the treatment and the scales as a method of evaluation. The college form of the Mooney Problem Checklist was used to select problems for subjects to work on, and also served as an instrument of assessment. The Bell Adjustment Inventory was used to assess possible changes in self-concepts of the subjects.

The 73 subjects were students in an educational psychology class at George Washington University in the 1970 spring semester. They were assigned a personal problem from a previous administration of the Mooney Problem Checklist and were given eight weeks to work on behavioral goals as solutions to the problems.

The data of the study consisted of pre-treatment and post-treatment behavioral goals of the subjects, log sheets for each of the eight weeks of the study, and pre- and post-administrations of the Mooney Problem Checklist and the Bell Adjustment Inventory. The data were analyzed by computer programs of analysis of covariance and correlation, as well as by t-tests. The testing of the hypotheses and analysis of data revealed the following findings:

1. Programmed instruction in solving personal problems is more effective than the absence of programmed instruction when comparisons are made on the basis of the ability to generate effective and feasible goals for solutions to such problems.

2. On the basis of the present data, it is not possible to state conclusively that discussion of personal problems with a peer is helpful in formulating solutions to personal problems.

3. It is not possible from the findings of these experiments to state that keeping a structured weekly log of efforts to carry out solutions to personal problems aided measurably in the ability to generate effective and feasible behavioral goals for such problems.

4. The hypothesis that the self-concepts of subjects who work in a structured way on their personal problems change in a clearly meaningful way as a result of their efforts was not confirmed by this study.

5. It is not possible, on the basis of this study, to state that the number and intensity of personal problems is either greater or lesser as a result of efforts to solve those problems.

Order No. 73-25,326, 148 pages.

EFFECTS OF COMMUNICATION SKILL TRAINING ON HIGH SCHOOL STUDENTS' ABILITY TO FUNCTION AS PEER GROUP FACILITATORS

Peter Joseph CHERCHIA, Ph.D.
The University of Mississippi, 1973

Director: Assistant Professor Philip Cooker

This study focused on two major research hypotheses. The first stated that high school students trained in communication skills could, after training, function at significantly higher levels in facilitative core conditions than untrained students. The second hypothesis stated that the trained high school students, when functioning as peer group facilitators, would provide a more effective peer group session than untrained students.

Sixty tenth, eleventh and twelfth grade students at Oxford High School, Oxford, Mississippi made up the sample group for this study. Forty students were designated as the experimental group and were trained in Carkhuff's (1969) Systemic Human Relations Training Model for Lay Helpers. Twenty students were designated as the control group and received no training.

Three criteria were utilized to assess the impact of the communication skill training on the trainees' ability to communicate. The Communication Index (C.I.) was used to measure the trainees' ability to incorporate the facilitative core conditions into their responses to standard helpee stimuli. The Discrimination Index (D.I.) was employed to assess the trainees' ability to discriminate between effective and non-effective communication. Also, each trainee was asked to respond to a role-playing client in a taped interview session in order to assess their ability to communicate in a "live" situation.

The findings in regard to the impact of training on the subjects' ability to communicate effectively yielded the following results. The trained subjects communicated and discriminated at significantly higher levels than the untrained students on both the written and tape-rated measures.

In order to assess the ability of the subjects to function as peer group facilitators, the entire student body of Oxford High School was divided into sixty groups. Each group was assigned one subject to function as a facilitator for group discussion. These groups met for three fifty-minute sessions during school release time.

Two criteria were utilized in assessing the subjects' ability to function as peer group facilitators. Expert judges were asked to rate the group facilitator on their ability to communicate effectively in the sessions. Also, at the conclusion of the third session the group participants were asked to rate their facilitator on his/her ability to function in the group.

In regard to the subjects' ability to function as peer group facilitators, the expert judges observed that trained students performed at significantly higher levels than untrained students. The peer ratings also demonstrated that the participants judged the quality of the relationship provided by the trained students to be significantly superior to that of the untrained students.

Thus, communication skill training was found to have a significant effect upon high school students' ability to communicate effectively. It was also found to have a significant effect on the students' ability to perform as a facilitator in peer group sessions.

Order No. 74-11,437, 152 pages.

A PARTICIPANT OBSERVATION STUDY WHICH EXAMINES THE DEVELOPMENT AND IMPLEMENTATION OF A PEER GROUP COUNSELING PROJECT

William Louis FIBKINS, Ph.D.
Syracuse University, 1972

The purpose of this exploratory study was to examine the development and implementation of a peer group counseling project. The setting selected for this study was Judson High School which was located in the upstate New York community of Waterville. These are fictitious names used in order to maintain the personal privacy of the people in the community. The research population consisted of twenty-four high school students who volunteered to participate as members of three peer counseling groups that met twice per week for ten weeks during the Spring, 1971, semester; six high school juniors who were selected to serve as co-leaders for the three peer counseling groups; two faculty members of Judson High who served as coordinators of the peer group counseling project; twenty parents of the peer group members who volunteered to participate in ten weekly group counseling sessions; and nine members of the citizens advisory committee to the peer group counseling project.

The research tool utilized was participant observation. In this study participant observation was not viewed as a single methodology but rather as a research enterprise, a style of combining several methods toward a particular end. Therefore, the techniques of informal interviewing, direct observation, respondent interviewing, and direct participation were all utilized in the data collection process. No recording of observations or interview sessions was done in the presence of the subjects in this study. Rather, detailed notes were kept in a field diary on a consistent day-to-day basis. My entrance into the student, parent, advisory, and leader groups was explained on the basis of my role as observer. However, as I gained increasing acceptance with the various groups, I was accepted more as a member than as a researcher.

The perspectives that emerged in the study suggest that the "drug problem" that emerged in the community had shattered the illusion that "small town people can solve all their problems." The traditional community "helpers" (e.g., clergy, medical doctors, guidance counselors) were not seen by many parents, students, and citizens as being "helpful" people in this consciousness ill society.

Given the condition of the existing institutions and the high degree of anxiety among the citizens toward the "drug problem," the community members mobilized their resources in support of the peer group counseling program. For some citizens this effort represented a new form of institutional resolution of personal problems. For others, the peer group counseling program was a way to restore the illusion that "small town people can handle their problems." From the student perspective, the peer project was an opportunity to publicly discuss their personal concerns and disenchantment with small town life on "school time." But, as the data suggests, the needs of these mutually significant others were not uncomplementary. The various groups in the peer project found that they shared similar concerns and anxieties. They also found that the one clear alternative available was to admit that, although they were not impotent in the face of the "drug problem" and other problems of mass society, they had no answer to these problems. All they could do was to turn to each other and share their concerns and disillusionment with the changes emerging in small town life. Their illusion that "if more people lived in small towns we wouldn't have all of these problems," was replaced by the reality that there were no clear answers to their problems. Being forced to rely on each other's resources for help, enabled new patterns of human interaction to emerge in the community.

For example, the peer counseling groups helped to alter the organizational barriers so that students and teachers could find ways of bringing their "business" and "human" lives more closely together in the school. The relationship that existed between the project coordinators and the student leaders was markedly different from the usual teacher-pupil relationship. In the peer groups the students talked about items of personal concern that were not discussed in the school curriculum or in other socio-sexual activities: fear of failure, suicide, death, religion, love, dating, marriage, abortion, sexual relations, drugs, and problems with parents, peers and teachers. Many students learned that their feelings toward failure, death, suicide, etcetera, were shared by their peers. They were no longer alone in thinking that these feelings were "wierd" or "abnormal." The groups also provided the students with an opportunity to appreciate "differentness" in their peers. Group members came together with their peers from other "tracks" and grades. No longer were they permanently separated by the organizational barriers in the school. Regarding the process in the peer groups, the data suggest that there was little controversy or disagreement among the group members. We can hypothesize that the reason for this phenomena was that the peer groups were in the first stage of development with the group process operating to avoid controversy among the members.

The parents, too, began to experience a new relationship with the students and the other parents in the project. They found that they had stressed too much the avoidance of drugs and ignored the real concerns of their children. Like the students, they found that they were not alone in their concerns and frustrations. As they talked publicly about their problems, they found that other parents shared similar feelings. As the project evolved, they also began to rely more on their own resources and the resources of other parents. The traditional pattern of relying on the "experts" in the community for guidance had been altered due to the "drug problem."

Even the advisory members began to better understand the real concerns of the adolescents in the community. They, too, had stressed too much the avoidance of drugs and ignored the other concerns of the youth in the community. Through their participation on the advisory committee, the members were able to alter the traditional pattern for citizen participation in the school program. No longer did the citizens have to be passive observers.

It can be said, then, that the personal crisis, the "drug problem" that emerged in Waterville, can in many ways be viewed as a good thing. In a short time the "problem" helped to love the parents, citizens, teachers, and students in the project into new patterns of human interaction, both within the school and the community. Some of the organizational paraphernalia that engulfed both students and teachers was removed or altered. In the process, the students did not appear to learn less. In fact, we can hypothesize that the students obtained important new learning in the affective domain. Nor was the teacher's role negatively compromised in the project. Rather, their lives, and the lives of the students, parents and advisory members, appear to have been enriched by the increase in human interaction. Yet the program had limits. For example, the program was controlled by school officials without any effort being made by the students to move the peer groups out into the community. The program affected only a small proportion of the students, parents, teachers, and citizens in the community. It was clearly a "good beginning" offering these mutually significant others a way to develop new patterns of human interaction in the school and community.

Order No. 73-7722, 428 pages.

PARENTS AS LAY COUNSELORS: THE DEVELOPMENT OF A SYSTEMATIC PARENT PROGRAM FOR DRUG COUNSELING

Norma Block GLUCKSTERN, Ed.D.
University of Massachusetts, 1972

Director: Allen E. Ivey

The purpose of this study was to determine whether or not short-term training (60 hours) could produce paraprofessional

counselors, competent in counseling skills, who would work effectively in their home-community on drug related problems. Three distinct areas of concern were evaluated: the effect of the program on the trainees with regard to drug knowledge and attitudes, the effect of the training upon the trainees with regard to counseling skills acquisition, and the role the trainees played in the community seven months after training. The results of the study indicated that the trainees did in fact learn the skills taught and did maintain them over a period of time, but the community effectiveness has only partly been achieved.

Order No. 73-6412, 187 pages.

WOMEN COUNSELING WOMEN: AN ART AND A PHILOSOPHY

LOYD, Dorothy Frances, Ed.D.
University of Massachusetts, 1974

Director: Dr. F. Thomas Clark

A descriptive case study of the counseling component of a campus-based women's center revealed that eight staff members had worked with an estimated five hundred women in one-to-one helping relationships during the first year of the center's operation. As part of the center's goal of meeting the unanswered needs of women to learn more about themselves, a fairly comprehensive counseling and guidance service was instituted first by two counselors. As the center developed and expanded various programs and the demand for counseling increased, the service was augmented by five other staff members who worked with women who had specialized concerns around issues of divorce, birth control information, abortion, and other personal areas.

All the counselors followed basically the same approach in counseling--an approach which stressed active listening and counselor self-disclosure as the basic tools of counseling, both to establish and to maintain the relationship and to help the client reach some degree of insight into her problems and to formulate goals to resolve these problem areas. Each counselor emphasized the necessity of bringing into the counseling session an awareness of the social conditioning that all women have been subjected to; they used that knowledge of sterotyped role expectations and the commonality of experiences as women to help the client free herself and establish her own expectations for herself, discover her potentials, and begin the process of taking control of her own life.

Referral services, on and off-campus, were employed as a means of finding answers to specific educational and vocational concerns of clients, as well as to meet other needs for information and help. A significant referral source within the center itself was the Workshops, which were designed to meet specific needs of women for factual information, for esthetic expression, or exploratory experiences. Another referral mechanism was the support group orientation program which enabled women to decide whether or not they wanted to participate in such a group.

That the clients of the counseling service derived much benefit from their sessions was revealed through the use of a questionnaire sent to a random sampling. As a group, they appeared to mirror the economic, social, and educational conditions of women in the 1970s. The majority of the clients had seen a counselor two to three times and felt they had received some concrete help in resolving whatever problem brought them in. In addition, they cited other benefits of counseling sessions, such as finding the experience itself helpful, supportive, and encouraging enough that they would come back, were they to need help with another problem. As further evidence of the value of counseling to them, many of the clients said they had recommended the counseling service to friends.

The majority of the clients did not identify themselves as feminists, but they expressed a general interest in the women's movement. Only a small percentage said they were not at all interested in feminist activities.

It was concluded that the counseling component of the women's center was successful in meeting the needs of women for counseling and guidance services. Moreover, the strong feminist identity of the counselors had aided their work through enlarging their understanding of women, and their emphasis upon "equal-ness" in the helping relationship increased their ability to establish a genuine, warm, open relationship with clients and, in addition, helped them in their intent to demystify the counseling process.

Order No. 74-16,313, 301 pages.

THE EFFECTIVENESS OF THE SELF-DIRECTED SEARCH COMPARED WITH GROUP COUNSELING IN PROMOTING INFORMATION-SEEKING BEHAVIOR AND REALISM OF VOCATIONAL CHOICE

NOLAN, James Jeremiah, Ph.D.
University of Maryland, 1973

Supervisor: David J. Rhoads

This exploratory study was designed to compare Holland's Self-Directed Search (SDS) with a group vocational exploration experience on criteria associated with effectiveness in vocational counseling.

The sample for this investigation consisted of 90 soon-to-be-discharged military personnel who ranged from 21 to 26 years of age. The sample was randomly divided into two treatment groups of equal size. The General Aptitude Test Battery (GATB) was administered to all of the Ss prior to assigning them to groups.

One group of Ss completed the SDS while the other group was exposed to a group counseling experience. Ss in the latter group met for 90 minutes in groups composed of from four to seven members. Two experienced counseling psychologists, both of whom had Ph.D.'s, led the groups by following the same fairly structured format of test interpretation (GATB and SVIB) and vocational exploration. Immediately following treatment, questionnaires were distributed on which the Ss could check sources of occupational information that they desired to explore.

The dependent variables for this study included frequency and variety of information-seeking behavior along with realism of expressed vocational choice. Information-seeking behavior was defined by eight mutually exclusive categories of occupational information. Procedures were established to facilitate the exploration of each category of occupational information and a record of the corresponding information-seeking behavior exhibited by each S was maintained.

Measures of frequency and variety of information-seeking behavior were obtained four weeks after exposure to treatment. Expressed vocational choices were also elicited at that time. Frequency scores were arrived at by totaling the information-seeking behaviors engaged in across all eight categories. Variety scores were derived by summing the number of categories explored. Two judges, using GATB results as a guide, rated the expressed vocational choices on a seven-point scale. This rating procedure yielded measures for both realism and appropriateness of aspirational level.

Separate t tests were computed for mean score comparisons for measures of information-seeking behavior and realism of expressed vocational choice. A statistically significant difference was observed at the .10 level between the two treatment groups for frequency of information-seeking behavior. No significant differences in mean scores were found for measures of variety of information-seeking behavior or realism of expressed vocational choice. Mean score differences for information-seeking behavior scores were not found when counseled Ss were separated by counselor and compared.

Findings not directly pertinent to the hypotheses stated for this study included: (1) manifestations of counselor variance when Ss were separated by counselor and compared with the SDS group; (2) the existence of a statistically significant re-

lationship between ratings of realism and variety scores; and (3) detection of a statistically significant relationship between SDS summary codes and codes for expressed vocational choices.

It was concluded from this study that group vocational exploration was more effective than the SDS program in promoting frequency of information-seeking behavior, but that neither treatment was more effective in promoting variety of information-seeking behavior or realism of expressed vocational choice.

Implications derived from this study offer some directional and methodological guidelines for future evaluative studies of the SDS. Order No. 74-16,569, 122 pages.

THE EFFECT OF GLASSER PEER GROUP COUNSELING UPON ACADEMIC PERFORMANCE, SELF SATISFACTION, PERSONAL WORTH, SOCIAL INTERACTION AND SELF ESTEEM OF LOW ACHIEVING FEMALE COLLEGE FRESHMEN

Michael Brian O'NEIL, Ph.D.
The University of Akron, 1973

It was the purpose of this study to investigate the effect of Glasser peer group counseling on residential female, college freshmen who demonstrated patterns of low achievement and low self esteem. Low achievement was determined by a first semester grade point average of 2.2 or below. Students below the mean on the Tennessee Self Concept Scale were considered as possessing a low self esteem. The study utilized student group leaders trained in Glasser group techniques. The sample consisted of 48 volunteer female college freshmen. The investigator expected to find significant differences in grade point average between those receiving Glasser group counseling and those receiving no group counseling. He also expected to find significant differences in self satisfaction, personal worth, social interaction and self esteem as measured by the Tennessee Self Concept Scale between those receiving Glasser group counseling and those receiving no group counseling. The sample was divided into low ability and high ability groups by predicted grade point averages recorded by the Admissions staff. Experimental results were analyzed by utilizing five two way analyses of variance to test five null hypotheses. The investigator reported that there were no statistically significant differences in grade point averages, nor in the self satisfaction, the personal self, the social self or the self esteem scales as measured by the Tennessee Self Concept Scale between those receiving Glasser group counseling and those receiving no group counseling. Order No. 74-9774, 109 pages.

A STUDY OF THE EFFECT OF PEER COUNSELING ON THE CONCEPT OF SELF AND OTHERS OF NINTH GRADE STUDENTS AT CHRISTIAN BROTHERS HIGH SCHOOL

Luther Ansel PARKER, Ed.D.
Memphis State University, 1973

The purpose of this study was to evaluate the effects of peer counseling on the concept of self and others of ninth grade students at Christian Brothers High School in Memphis, Tennessee. The study was organized to measure the effects of counseling leadership, group size, and treatment replication using one self-concept scale and one semantic differential to indicate change in self concept, one semantic differential to indicate change in perception of others, and one semantic differential to indicate preference for leadership and preference for group size. The effects of the three independent variables (leadership, size of group, and replication) were determined by a statistical analysis of the change scores (the difference between the pre-test and post-test administration of the Tennessee Self-Concept Scale, Semantic Differential I, and Semantic Differential II) and by a statistical analysis of the post-test scores of Semantic Differential III, Parts A and B.

One hundred thirty-five ninth grade students participated in the study. These students were randomly assigned to one of three groups: experimental group (peer counseled), control group 1 (professional counseled), and control group 2 (no counseling). Three peer counselors worked with the experimental group and three professional counselors worked with the control 1 group. Each counselor had one group of five members and one group of ten members. The remaining forty-five students made up control group 2, which received no counseling. The counseling groups met for a fifty-minute session each week for a total of sixteen weeks.

The following instruments were administered to all subjects as a pre-test and post-test measure: 1. The Tennessee Self-Concept Scale. 2. Semantic Differential I. 3. Semantic Differential II. The experimental group and control group 1 received an additional post-test, Semantic Differential III: A-B. The analysis of these data revealed:

1. There was no significant difference in the effects of leadership between the experimental and the two control groups; however, there was a significant difference between control group 1 and control group 2. Control group 1 evidenced a more positive effect on the self-concept of the students. A preference for peer or professional leadership was not indicated.
2. The data did substantiate a difference in the effects between the small counseling group and the large counseling group. The small counseling group produced a positive change in self-concept; the large counseling group produced a negative change in self-concept. The students stated a definite preference for a small counseling group over the large group.
3. There was a significant difference among replications. The individual characteristics of the counselors, both peer and professional, produced a significant variation in scores among the groups.
4. A lesser degree of satisfaction with size of counseling group was expressed by students who received professional counseling in the large group than by students in other counseling groups.

This study suggests that peer counseling is a sound and worthwhile endeavor. Professional counselors might utilize peer counseling as a supplementary part of their counseling program. Order No. 73-22,637, 113 pages.

AN EVALUATION OF COMPUTER-ASSISTED COUNSELING

Wayne Edward RICHARDSON, Ed.D.
The University of Tulsa, 1973

Director: Professor Elmer F. Ferneau

This study was designed to determine the amount of educational change brought about by the Title III, ESEA, project in computer-assisted counseling conducted by the public school system in Bartlesville, Oklahoma. The project, Total Guidance Information Support System (TGISS), was funded on February 1, 1968, and was phased out at the end of the federal funding on January 31, 1971. By utilizing an IBM 360/Model 50 Computer on the Oklahoma State University campus in Stillwater, Oklahoma, counselors in College High School in Bartlesville, Oklahoma, were able to access eleven displays of student information. A dedicated telephone line bridged the 115 miles between the computer site and the high school. Counselors received near instantaneous responses to requests entered into the system via four IBM 2260 Cathode Ray Tube Terminals and one IBM 1053 Typewriter-Printer.

The evaluation model used in the study was originally developed by David L. Clark and Egon G. Guba and was called "Classification Schema of Processes Related to and Necessary for Changes in Education." The Clark-Guba Model was modified by Daniel L. Stufflebeam and Stuart R. Westerlund, but since it maintained its original format, the writer refers to

it as the "Clark-Guba Model."

By applying all eleven activities required in the four phases (i.e., Research, Development, Diffusion and Adoption) of the evaluation model, it was found that Project TGISS met most criteria for educational change. More specifically, the Research and Development Phases were both adequate, although more study should have been given to an analysis of cost during the Development Phase. Project TGISS functioned as planned and in many instances far exceeded the initial expectations, so it must be concluded that the first two Phases of the Model met the criteria necessary to bring about educational change.

The Diffusion Phase of Project TGISS surpassed most of the criteria set forth by the Clark-Guba Model. The demonstrations, however, should have included the determination of target adoption groups. School systems and other potential adopters should have been convinced of the value of total guidance information support systems during the demonstration stage.

It must be concluded that the criteria for the Adoption Phase were not met since the project was discontinued at the end of three years of federal funding. Since Adoption is a major factor in bringing about educational change as specified by the Clark-Guba Model, the conclusions of this study must be that Project TGISS did not succeed in changing the educational process.

Although not meeting all criteria outlined by the Clark-Guba Model, Project TGISS did accomplish all of their stated objectives. It was determined from the records of the project that although the project ceased operations over two years ago, unsolicited requests are still being received by the project staff for information to assist other researchers with similar projects. It must be concluded, therefore, that Project TGISS did effect change in education by providing necessary research, development and dissemination of information on the use of computer technology in the counselor-counselee relationship. It is also quite possible that in the very near future the original project or a modification of Project TGISS will be in use by government agencies, institutions of higher learning, public schools, and other institutions involved with counseling and guidance responsibilities, but it will be the responsibility of other researchers to determine if these systems of the future succeed in changing educational process.

Order No. 74-42, 108 pages.

THE DEVELOPMENT AND EFFECTS OF A MODEL FOR TRAINING PEER-GROUP COUNSELORS IN A MULTI-ETHNIC JUNIOR HIGH SCHOOL

Marion Baum SUSSMAN, Ph.D.
University of Miami, 1973

Supervisor: Herbert M. Dandes

Purpose of the Study

The purpose of this study was to develop and analyze the effects of a peer-group counselor training model.

Instruments Employed

The instruments employed were the Sixteen Personality Factor Questionnaire (16PF) and the Dogmatism Scale as measures of personality characteristics. The Carkhuff Scales for Assessment of Interpersonal Functioning as a measure of degree of empathy, warmth and genuineness, and the Counselor Evaluation Inventory (CEI) as an assessment of client-perceived peer-group counselor effectiveness.

Procedures

In a desegregated junior high school in the inner-city black ghetto area of Dade County, Florida, a peer-group counselor training program was developed. The subjects were students selected by stratified random sampling, on the basis of sex and ethnic group, from those who had volunteered to participate in the program. Before training, the volunteers and a randomly selected group of non-volunteers from the same student population were administered the 16PF and the Dogmatism Scale. Stratified random samples of 25 volunteers in both the experimental and control groups were assigned the pre-training tape-recorded task of counseling a "stooge" client for fifteen minutes. The experimental group was given a prescribed peer-group counseling training program for eight weeks, two hours one day a week. A post-training tape-recorded task of counseling a "stooge" client was again assigned to the experimental and control groups. When the peer-group counselors actually began counseling for two weeks clients were asked to complete the Counselor Evaluation Inventory after their initial counseling interview.

Analysis of the data was performed as follows:

Volunteers for peer-group counseling were compared with non-volunteers on selected personality variables by discriminant function analysis.

The effectiveness of the training program was investigated by employing pre-post measures on trained and non-trained volunteers. Analysis of covariance was computed to find mean differences on the Carkhuff Scales of empathy, warmth and genuineness.

Successful and unsuccessful trainees were identified by comparing scores on post-training facilitative skills. A score of 3.0 on all three scales defined the successful trainee. The relationship of the facilitative skills to pre-training measures of personality variables was observed by discriminant function analysis.

Initially-facilitative trainees were compared with initially non-facilitative trainees on pre-training measures of selected personality variables by discriminant function analysis.

The effectiveness of all trainees as peer-group counselors was tested by clients' evaluation of initial counseling sessions. Analysis of variance was computed on CEI for successful and unsuccessful trainees.

Results

Volunteers could be distinguished from non-volunteers by the 16PF and Dogmatism Scale. Eight of the variables analyzed contributed significantly to the differentiation.

The experimental group was significantly more facilitative than the control group on all three facilitative skills after training.

There were no significant differences between the successful and unsuccessful trainees on the 17 variables analyzed, but trends were observable.

There were no significant differences between the initially-facilitative and initially non-facilitative groups on the nine selected variables tested.

There was no significant difference in means between successful and unsuccessful trainees on the CEI.

Conclusions

Students who volunteer to be helping persons compared to non-volunteers are more insecure, hard to fool, participating, group-dependent, uninhibited, intelligent, forthright, open-minded.

As a result of participation in a prescribed training program, students can learn to become more facilitative.

The types of volunteers who become the most facilitative peer-group counselors after training tend to be those who follow their own urges, are uninhibited and emotionally stable.

Self-referred student-clients find satisfactory counseling experiences with peer-group counselors whether or not the counselors are assessed as facilitative.

Trainees who are initially facilitative cannot be distinguished

from those who are initially non-facilitative by pre-training measures of personality traits.

Order No. 73-16,847, 220 pages.

THE ASSESSMENT AND USE OF COMMUNITY AGENCIES AND REFERRAL SERVICES: A HANDBOOK FOR COUNSELORS AND COUNSELOR AIDES

Kenneth Raymond VINCENT, Ed.D.
University of Northern Colorado, 1973

This dissertation was written as a handbook for the beginning counselor and counselor aide as well as those who educate and supervise counselors. The topics and chapters of the handbook were developed primarily on the basis of the research study which was included. The topics of the chapters were: (a) Why Study Community Agencies and Referral Services, (b) Counselors and Community Resources: A Research Study, (c) Who Uses What--The Varying Needs of Different Counselor Groups, (d) What the Counselor Should Know About Community Resources and Referral Services, (e) Building a Personal Directory or File of Community Resources, (f) Guidelines for Referrals.

The samples for the research portion of the handbook were drawn from the rehabilitation, school, and vocational counselors employed in the Houston metropolitan area and the Denver metropolitan area. The subjects were asked to respond to a questionnaire relating to the objectives of the study which are listed below in the results. Counselor responses to the objectives were correlated with counselor extent of knowledge and use of the 67 major agencies in his community.

The major results of the study were: (a) counselors varied greatly on their use of community resources (Houston: $\bar{X}$=24 (36%), S.D.=12; Denver: $\bar{X}$=20 (30%), S.D.=10, (b) school counselors ranked below rehabilitation and vocational counselors on use of community resources ($p < .01$), (c) counselor experience and education were not coherently related to use of community resources, (d) counselors who relied primarily on the method of trial and error made the greatest use of community resources ($p < .01$), (e) counselor problems most frequently encountered in using community resources were locating appropriate resources (33%) and discrepancies between the stated and actual services of agencies (27%).

The types of services most frequently used by counselors were found to vary significantly ($p < .001$) on the basis of geographic area in which the counselor was employed. The major resource agencies utilized by the counselors were identified and discussed. Examples were given of services often unknown to counselors which major agencies provide.

Chapters covered the need for critical evaluation of agencies by counselors and aspects of overt and covert information and how to obtain this information. Suggested guidelines were included for evaluating agencies, in addition to major sources of information for the counselor on community agencies.

Information was provided on how to construct a personal directory or file of community resources. The extent and uses of files were covered, along with sources of information for the files and classification schemes.

The referral process and problems involved were reviewed along with ethical considerations, agency policies, and setting limitations. Steps in the referral process were outlined and described.

Appropriate appendices were included to supplement the chapters. The primary appendices were TEACHING A COURSE ON COMMUNITY AGENCIES AND REFERRAL SERVICES and INFORMATION ON ESTABLISHING A REFERRAL SERVICE IN YOUR COMMUNITY.

Order No. 74-9769, 87 pages.

THE DEVELOPMENT AND EVALUATION OF A SOCIAL SKILLS TRAINING PROGRAM FOR COLLEGE MALES

Elizabeth Jane Bravinder YOST, Ph.D.
University of Oregon, 1973

Adviser: Susan K. Gilmore

Loneliness and social isolation are serious problems for many college students. To overcome social isolation an individual needs to learn how to establish and maintain relationships with other people. Recent research on dating indicates that many methods are effective in reducing the social anxiety of college males, but that increases in dating frequencies are more difficult to obtain. There is evidence to suggest that behavioral contracting is a promising procedure to increase social activity level.

The purpose of this investigation was to develop and evaluate a group training program which would provide individualized treatment to assist socially withdrawn and incompetent college men acquire skill and confidence in social situations and increase their social activity.

Techniques utilized in the program were contract management, modeling/behavioral rehearsal, neutralizing tactics, and information. Each subject identified a specific goal which he hoped to reach during the Program. Detailed instructions are provided for conducting the interview during which individualized treatment goals and weekly homework tasks are established.

A series of four research studies was conducted. The purpose of the first three studies was to revise and refine the training program. Subjects were twenty-three male undergraduates. The purpose of the fourth study was to compare the relative efficacy of the training program with and without contract management. Twenty male undergraduates, selected on the basis of self-reported interest and motivation, were randomly assigned to one of three treatment conditions: Contract, No-Contract, or Waiting List Control. Contract Group subjects signed a contract in which they agreed to complete weekly homework tasks. No-Contract Group subjects agreed verbally to complete weekly homework tasks but did not sign contracts.

Two subjects dropped out of the Contract Group. The ten remaining treatment subjects participated in five three-hour social skills training sessions. The Contract Group sessions included 30 minutes of contract management while the No-Contract Group sessions included 30 minutes of informal discussion of each subject's progress toward his goal.

Pre-post assessment instruments used to measure social competence and activity were the Girl Shy Boy (GSB), the Social Interaction Assessment Form, the Social Skills Training Questionnaire (SSTQ) and the Real Ideal Social Self Questionnaire (RISSQ). In addition, each subject nominated three persons to rate his social behavior. The SSTQ and the RISSQ also yielded a level of social satisfaction score. The extent to which each treatment subject attained his individualized goal was assessed at the end of treatment.

Compared to the Control Group, the two treatment groups combined demonstrated significant improvement on four of the five tests measuring self- and other-reported change in social activity and competence.

On one of the five measures (GSB) the Contract Group's mean gain score was significantly higher than that of either the No-Contract Group or the Control Group, but the No-Contract Group did not differ significantly from the Control Group. Because of the small sample size, these significant comparisons among the three experimental groups were regarded as only suggestive.

The results of this study support the conclusion that the Training Program was more effective than a Waiting List Control program in increasing the social activity and competence of college males. The results suggest that contract management is an effective tool in social skills training.

Results of the training procedure revisions were reported and discussed. Recommendations concerning the treatment

of social skills deficits and suggestions for further research were made. Order No. 74-6920, 212 pages